DOCUMENT RESUME

ED 106 536 CE 003 705

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TITLE West Virginia Guidebook: Job Placement Services: What's Your Need?
INSTITUTION West Virginia State Dept. of Education, Charleston. Div. of Vocational and Technical Education.
PUB DATE 74
NOTE 98p.

EDRS PRICE MF-$0.76 HC-$4.43 PLUS POSTAGE
DESCRIPTORS *Administrator Guides; Employment Services; Instructor Coordinators; *Job Placement; Occupational Guidance; Organizational Development; *Program Development; Resource Materials; School Community Cooperation; School Responsibility; School Role; Secondary Education; State Programs; Student Needs; *Student Placement; Testing; *Vocational Education

ABSTRACT

Opening with a discussion of the rationale of a school-based job placement program, the school's responsibilities, and student needs, the paper focuses on the organization of a placement service, the major functions of the job placement coordinator, and testing services. Organizational considerations include: labor laws, scope of service, the initial step, who to involve, flexibility, specific agreements, and a monitoring system. Major functions of the job placement coordinator are outlined as follows: (1) conducting a community survey of occupational opportunities, (2) provisions for job placement advisory committee, (3) developing or obtaining job descriptions, (4) publicizing the job placement program, (5) conducting student interviews, (6) placement orientation, (7) placement, (8) followup of student referrals to employers, (9) evaluation and research, and (10) reporting and record keeping. The section on testing deals with procedures, limitations, and types of tests useful in the job placement context. Appended materials include: sample forms, questionnaires, and job counseling materials; West Virginia's child labor laws; checklists, and other related resource materials. (MW)

ED106536

WEST VIRGINIA GUIDEBOOK

JOB PLACEMENT SERVICES

What's your need?

Prepared under a grant from the Division of Vocational Education, West Virginia State Department of Education by Dr. Thomas R. Allen, Jr., Lee Young and Job Placement Institute Participants, Marshall University, 1974.

Cover retyped at the ERIC Clearinghouse in Career Education due to the marginal reproducibility of the original.

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INTRODUCTION

INTRODUCTION

The success of every vocational education program is directly dependent upon both the extent to which students are prepared for and are assisted in planning and implementing their next step after leaving school.

The movement of an individual from the vocational education program to work is too important to be left to chance. The activities provided by the school to facilitate transition to the next step should be more than a means of matching students and employers. They should, rather, assist each student in the development of a "model" or "pattern of skills, attitudes and understands" which will be effective in locating the best job for him, and one in which he will be successful in adjusting to the world of work. Accepting this approach brings into consideration both the depth and the long-range purpose involved to the process of movement from vocational education program to work, and includes accepting the responsibility of assisting the student in the clarification of his education-occupation goals, in providing insight about the labor market as related to his job area of occupational preparation, in evaluating his qualifications and abilities in terms of a opportunity, and in developing the flexibility necessary to adjusting to a fluctuating society. Assisting each individual in making the best possible transition from school to work will require an organized, total-school effort.

RATIONALE

Area vocational schools should be concerned with the transition of its students from that school to work. If a graduate is to become employed in a position suited to his achievements and personality, he must be assisted toward clarification of his goals, summarization of his salable skills and personal qualities, and exploration of the possible job opportunities. Only when such assistance is provided through an effective job placement program has that school taken the final step toward its ultimate goal the linking of a potential employee with employment satisfying to both him and his employers. An examination of the responsibility of the school, the characteristics and needs of students enrolled and the nature and complexity of today's society reveal the need for an organized and systematic program of job placement by a qualified placement coordinator.

Responsibility of the School

Vocational program graduates, left on their own to make a transition from the school into an occupation, often obtain employment which is not commenserate with the training they have received. If it is beleived that the purpose of vocational schools is to provide occupational competencies needed for an individual to enter the world of work, and to pursue a chosen occupation. The establishment of a program for bringing students and potential employers together is needed. A strong job placement program can serve as a vital link in the student's completion of successful occupational training and should be pursued by school personnel with the

same vigor, organization, and effort used in the school to provide individual students with specific occupational skills and competencies.

The purpose of vocational-technical schools is not merely to prepare a person for specific jobs in business and industry, but to also train people to make their own decisions and to adjust to the future regardless of the changes which confront them. In recent years there have been many reports of workers who had job skills but who were unwilling to move to where the jobs were located. Students must be assisted in looking into the future and in examining possible alternatives which may confront them.

Many vocational and public school educators would turn job placement over to some other agency outside of the educational system, there are several significant reasons why the school should accept the responsibility for job placement. First, it is impossible to separate a good job placement program from an effective vocational program. Something is missing if students are provided with an occupational skill but not assisted in planning and implementing the utilization of that skill to its fullest extent. Second, the school is more likely to be concerned with the vocational development of the student than any agency outside the educational system. Vocational development involves assisting the student in focusing on such basic questions as "What do I want in life?" "What do I have to offer?" and "What can I reasonably expect in life?" Many vocational educators have said that vocational students do not really need to consider these questions, since their students have already made a decision. These educators forget that most vocational students enter a vocational program with limited knowledge of how they can utilize the training they are

receiving. Futhermore, a job placement program which is part of the school program should be more concerned with assisting the individual student in determining what is best for him than might an agency from outside the school. Third, other agencies are not as well informed or acquainted with students as are the instructors and placement personnel. Fourth, agencies outside the school system cannot provide the needed opportunity for the student to develop a pattern of skills, attitudes, understandings, and knowledge which constitute effective job-seeking behavior. Agencies outside the school should, however, be used by the school as an additional or supplemental resource to increase the number of contacts the students have with potential employers, but the final responsibility for job placement must remain with the school.

The job placement service is not designed to operate as a separate program and stand alone by itself. The entire school population including instructors, students, administrators and placement coordinators must contribute to the goals of the job placement program if it is to succeed.

The operation of a functional job placement service will be directed toward placement of all students served by the school consisting of those being served on the secondary, postsecondary and adult levels. Services will be provided for vocational students who terminate a program before completion as well as those who complete programs. The services provided will be accessible to former as well as present students.

Many individuals in society hold an inaccurate concept of the kinds of students enrolled in vocational schools and of the types of students

completing vocational-technical programs. In fact, many employers are often unaware of the high quality of students being graduated from such programs. Too often, adequate communication has not been established between vocational schools and employers, and such communication is vital to create an effective image of the quality of vocational program graduates and of the scope of the programs from which students were graduated.

The range of job opportunities available to vocational graduates now, and in the future, will depend upon the employer's knowledge of and his attitude toward the vocational-technical schools and their products. This knowledge will depend upon how effectively vocational schools can establish a means through which their graduates can come into contact with many potential employers. There is little doubt that, in many instances, vocational education has failed to market its product with the same vigor and professional approach which characterizes promotion practice in the business world. Certainly, the success of a job placement program will depend upon a well-conceived means through which the consumer and product can come together. In the past, such a means has not been structured and offered on a systematic and organized basis.

The ultimate success of any vocational program will be determined by the consumer's evaluation of its product--by the decision which employers make regarding the quality of graduates of area vocational programs. There is no better way for the potential employer to appreciate the vocational education program and the high quality of its graduates than by visiting area schools and by being invited to compete with other businesses and industries in bidding for the services of graduates of vocational schools.

Characteristics and Needs of Students Enrolled

The unique characteristics of students enrolled in vocational schools imply that an organized job placement program would better enable these students to become aware of their needs and to be encouraged to take constructive action to meet those needs.

A survey conducted in 1965 by the Vocational Education Division, Georgia State Department of Education, of students enrolled in Georgia's area vocational-technical schools revealed that over 85 percent of the students interviewed considered it essential that area schools provide them with the following:

a. Results of studies of local employment conditions and job placement opportunities available at local, state, and national levels;

b. Information on seeking employment;

c. Completion of job application;

d. Suggested preparations for interview;

e. Information about problems to be encountered in on-the-job situations;

f. Means for establishment of good work habits and good employer-employee relations.[1]

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[1]Bottoms, James E. Phase I Report: Developing a Program of Students Personnel Services For Area Vocational Technical Schools, State Department Division of Vocational Education, Atlanta, Georgia 1966, pp. 10-11.

A higher percentage of students reported a desire and need for job placement assistance than for any other student personnel service.

Two of the most significant reasons for structuring an effective job placement program are to motivate students to complete their education and to determine that it is possible to become employed. Too often, educators attempt to motivate students through meaningless phrases such as: "You need this because its hard and it makes you think." Students can best realize the need for successfully completing subject matter when they reach this decision themselves. They can be encouraged to successfully complete course program by direct involvement in meaningful experiences such as talking with peer group members who have already recognized this need, and by listening as prospective employers discuss necessary qualifications for entering the world of work.

Job placement can help students develop confidence and experience a feeling of security by helping them become better acquainted with the world of work, and with the probable future effects of technology on their field. From an effective job placement program, students can develop a greater awareness of what will be expected of them on the job. Usually, one has only to recall his own first attempt to obtain reemployment to realize the insecurity and lack of technique which accompanies an area school graduate as he attempts to obtain adequate employment. Although there may be a surplus of job openings for which area school students are being trained, many graduates are unaware of the location of these jobs and the fact that accepting one of these jobs may require

moving from one area of the state to another. Paradoxically, one of the first questions asked by potential vocational students is "Will you help me get a job when I finish this program?"

Vocational administrators can no longer overlook their vested responsibility in this matter of the job placement program. If they accept the responsibility for training students, then they must accept responsibility for job placement.

The major question in job placement is not "Do our students get jobs?" rather, it is "Do our students get the best possible jobs with the training they receive?" This question implies that job placement begins with the student's entrance into the area school. A tremendous gap exists between what youth need to know in order to enter an occupation, and what they actually know. Area vocational-technical school personnel must accept the responsibility for developing a bridge to help youth cross this gap between narrow experiences and wide opportunities.

DOG GONE IF IT AIN'T TIME TO-

ORGANIZE

PART II

ORGANIZATION OF A PLACEMENT SERVICE

Labor Laws

A job placement coordinator should be familiar with the West Virginia Child Labor Laws. A summary is included in Appendix B.

Scope of Service

The coordinator should determine from his committee and surveys the kind of placement to be offered. The service may include some combination of the following:

1. Period of Employment

    a. full-time employment
    b. part-time before and/or after school
    c. part-time during school (work-study)
    d. summer employment

2. Population to be Served

    a. in-school youths
    b. dropouts
    c. graduates
    d. adults
    e. other special populations (disadvantaged, handicapped, etc.)

The Initial Step

The person assuming the coordination of a job placement service should first survey what already exists. Many efforts both formal and informal will come to light. These may range from a rather systematic placement of students by the distributive education teacher to the word-of-mouth student communication regarding babysitting jobs or newspaper routes.

Through informal but systematic contacts with school and community personnel, the coordinator will be able to judge who may best be involved in

the placement service in an advisory capacity, as a resource or as a placement service worker. Armed with this information, the coordinator can devise a flexible organizational model with which to approach an advisory committee and his administrator.

Who To Involve

As a general principle, the coordinator should involve representatives from all segments of the school and community. In practice, such representation might involve such a great number of people that it becomes unwieldy as a committee. Usually any working committee should not involve more than eight to ten members. An advisory committee may involve more; however, the coordinator will find it more efficient to keep the committee structure small and task oriented. Such a strategy calls for the coordinator to break down the tasks so that a number of committees may be devised to accomplish well-defined purposes. A major responsibility will then be to coordinate the workings of each committee in order to insure a smoothly meshing job placement system.

Recently, a Detroit high school discovered that dropouts were frequently getting jobs while many graduates were not. The rather logical conclusion of many students was that there was little if any relationship between completing high school and getting a job. In response to this unsettling paradox, the entire school community pledged their efforts to 100 percent placement of graduates the following year. The goal was achieved. The key to job placement is commitment, deep and wide.

The job placement coordinator must work toward the goal of making meaningful job placement a deeply felt responsibility on the part of all in

the community. If the coordinator is seen as the only individual to whom job seekers may go, the service will have limited impact. The following individuals are some who should be enlisted in important ways:

1. Administrators--The coordinator should be able to count on strong support from his administrators. Full placement is important to them. It means they are doing their jobs. The coordinator should not hesitate to seek assistance from his administrator in enlisting support from the school and community. Frequently, the contacts and influence of the principal or superintendent can be more productive than those of any other individual. On the other hand, using the power of the administrator as leverage to intimidate others can destroy the attitude of cooperation sought by the coordinator.
2. Students--Effective use of the student subculture has many advantages. First, the service is for them, and they will be quick to sense this if they are involved in meaningful and responsible ways. As it is now, probably as much job placement is effected through student interaction as any other. The coordinator can encourage this and even set up a system where students become advisors.
3. Parents--Parents are the workers in the community. Collectively, they represent a large segment of the job force. As such they are key contacts for job development and assistance in placement. One of the first tasks of the coordinator should be to survey and establish a file on the specific work stations of all parents and other contacts they may have.

4. Counselors--Frequently the job placement coordinator will also be a counselor. Whether this is true or not, the coordinator should very quickly involve counselors from both his school and schools within a reasonable distance. As individuals most sympathetic to job placement, counselors should have a wealth of occupational information and job placement contacts.

5. Work-study coordinators--Many placements will have already been accomplished through work-study coordinators (distributive education teachers, vocational office training coordinators, etc.). Their expertise and current efforts should be enlisted as a key component.

6. Businessmen--The coordinator can develop many meaningful functions which have mutual benefit for both the job placement service and the businessman. Whether the businessmen are involved as a source of placements, as advisors, or as supporters in other ways, the coordinator can rally many in the community by giving visibility to the support received. Listing the pertinent facts about each business in a school job placement handbook would be one way of doing this.

7. Laborers--One frequently overlooked source of advice and placement opportunities is the laborer, both union and non-union. The laborer frequently has contacts and information not readily available elsewhere.

8. Teachers--The extent to which the coordinator can actively involve teachers from all disciplines in the services will be a measure of its far-reaching success. Besides serving as a valuable resource, the teacher can be helped to align the subject he is teaching with expected job behavior for the student.

9. Agency Personnel--Employment agencies, both public and private, are in the business of job placement. Their involvement, in a way which emphasizes the cooperative nature of job placement, can be invaluable to the service.

Flexibility

It seems obvious that meaningful placement of the student is the most important concern of the job placement service, but in practice such a concern is frequently violated. The coordinator must exercise great caution to keep the job placement service from becoming bogged down with rules and functions which may well be harmful, or at least not functional, at given times. For example, the coordinator may find that many of the functions which he ordinarily would assume to be his own are being assumed expertly by a student or a businessman sponsor. The coordinator should be sensitive to opportunities for shifting responsibilities as expertise and willingness appear. Indeed, an ideal placement service for some schools might be one in which the students or a group of businessmen take the main leadership role. Care by the coordinator to be generous with his praise and encouragement will generate such leadership much more quickly than if he is defensive and protective about his role in the venture.

Specific Agreements

Initially and throughout the life of the job placement service, specific agreements regarding functions to be performed by each individual and committee or group must be effected. The coordinator should work to have these stated in exact and concise terms so that there is no question as to what each functionary will do and how they will know if they are

accomplishing it. Specific division of responsibility among the many school and community individuals and groups will foster involvement, yield a sense of accomplishment, and result in more job placements.

A Monitoring System

Inherent in a functional system of specific goal attainment will be the means by which success can be measured. If, for instance, a student agrees to canvass a town block of businesses with an occupational questionnaire, a date should be set for this to be accomplished and specific reporting procedures should be arranged.

Look to the Future

MAJOR

FUNCTIONS

PART III

MAJOR FUNCTIONS OF THE JOB PLACEMENT COORDINATOR

A. Conducting a Community Survey of Occupational Opportunities

Make personal contacts with employer and business establishments:

1. Make personal visits to local employers to determine employment needs and to evaluate employment sites.
2. Determine the employment trends in our fields in the community.
3. Determine the attitude of business and industry personnel toward the vocational school program.
4. Determine the number of businesses willing to hire graduates and other students of the school program.
5. Supply vocational education information and guidance to individuals in the community.
6. Maintain an up-to-date directory covering jobs for all levels of ability and interests including handicapped as well as full-time.

Sample copies of community survey forms are enclosed in the appendices.

Procedures

To be successful, the survey must be prepared, presented and conducted in a systematic manner. The following procedures are suggested:

a. Thoroughly explain the purposes and objectives of the community survey, survey form, and how the survey will be conducted to the vocational school director. Secure his permission at this time to place a news release in the local paper about the program and mention survey.

b. In the beginning the placement coordinator might contact the local Retail Merchant's Association (or Chamber of Commerce) to explain the purposes of the survey and the plan for conducting it. Explain the benefits of the program and the placement opportunities. Thoroughly explain the purpose and objectives of the survey; go over a blank survey form with the representative and explain how the survey will be conducted. Be sure to explain that all the information on the survey forms will be kept confidential. At this time, ask for a list or permission to copy a list of businesses.

c. Write an article for the local newspaper explaining the purposes and details of the survey. Take the article to the newspaper and find out which member of the newspaper staff is responsible for educational or business news. Explain the student placement program. Briefly explain the survey; ask the educational writer to read the news release and ask any questions about the survey.

d. Select a group of businessmen to be interviewed each day. Do not try to interview all businessmen in one week and do not spend all the time in one day on the community survey.

Uses for Survey Information

A complete and current community survey will establish proof of training needs on all levels. After a survey form has been completed with all information necessary for analyzing the placement possibilities and educational needs for a firm, the forms should be filed with those

of other businesses in the same classification. When the local program grows and it becomes necessary to add additional sheets to a survey form, perhaps a separate file folder for each business in the community will need to be set up.

After most of the firms in a community have been surveyed, tabulating and summarizing the results of the survey is the next step. A summary of the findings should be presented to the director as soon as possible after the survey is completed.

B. Provisions For Job Placement Advisory Committee

The purpose of advisory committees is to provide a link between the school and the community through which their activities may be coordinated. Their function is to counsel with and advise the school with respect to improving the vocational job placement program, to foster closer cooperation between business, the home, and the school and thus aid in the development of an educational program which will more adequately meet the needs of the community. They have no administrative or legislative authority and are not created to usurp the prerogatives of boards of education and administrative staffs.

Functions of the Job Placement Advisory Committee

1. Determine Community Needs

They help to determine and verify the training needs of the community, so that the vocational program of the school may furnish training in those fields for which the service area provides job opportunities.

2. Evaluate the Job Placement Program

The committee should continuously evaluate the vocational program to ascertain whether or not it is providing the kinds of training which life situations demand. Their suggestions for improvements and additions will represent lay opinion in the community and enable the school to set up programs designed to serve the people.

3. Selection and Placement of Students and Graduates

An advisory committee has proved very useful in helping the Job Placement Coordinator place students from the standpoint of fitting certain students to certain jobs.

4. Guide and Support the Coordinator

Since the committee is a clearing house for community reaction, the coordinator hears communications of some of his efforts and criticisms of others and can adjust his program accordingly. Also, includes evaluation in-school instruction as well as the type training of the job.

5. Promote Adult Classes

The job placement advisory committee can assist in introducing adult vocational classes for they know the needs of the community and interests of the citizens.

6. Help Provide Continuity

A good teacher, who has the support of a good committee and who is in the midst of a worthwhile program with promising end results, is more likely to want to remain in a community than one who does not have a committee or a program.

7. Financial and Legislative Support

Indirectly, advisory committees help to assure adequate financial support for the schools by backing up the school administration in its requests for local appropriations. When they look on the school as their school, they are alert to legislative proolems and local conditions that would arfect the operation of the vocational program

8 Public Relations

One of the greatest services rendered by an advisory committee is to interpret the school's program of vocational education to the people and to gain their understanding and support. This helps in expansion of the program

Size of the Committee

The number of members on the committee will vary, but most will have from five to eight members While there should be a cross-section of the types of occupations in the community represented, the committee should not become too large to be effective, and the members should be carefully selected according to their interests, abilities, and willingness to serve The major areas of businesses should certainly be represented, including both large and small operations. Representatives from the various civic organizations or occupational groups concerned should probably also be considered. The coordinator needs to keep these points in mind in deciding how large the committee can be and still be effective. A small effective group to begin with is much better than a large, cumbersome one

Selection of Members

1. Should contain both employers, employees, and students, together with one or more representatives of the school system.

The following points should be considered in the selection of committee members:

1. Try to select some individuals who have previously employed students.
2. Select members who have a sincere interest and belief in the true objectives of the program.
3. Select members who are accpeted as leaders in their fields and to whom others will listen.
4. Select members who are willing to take time to attend committee meetings and participate in community work. A community leader who holds many offices may not be the best choice.

Method of Appointment

By the city (or county) superintendent of schools after consultation with the local director of vocational education and/or coordinator and members of the board of education.

By the board of education on recommendation of the superintendent.

The coordinator should follow-up each invitation with a visit to explain briefly the purpose of the committee, but not in detail. Remind members of the first meeting.

Term of Membership

A regular system of replacing members is preferred. This allows the replacement of members who have shown no desire to participate or who cease to contribute. The rotating term also injects "new blood" with fresh enthusiastic ideas and educates an increasing number of people with respect to the Job Placement Program. Members usually serve from one to three years. Provision should be made for staggered replacement, so that there are always experienced members serving. A new member should be appointed with the approval of the school administration. There is no reason why a member cannot be reappointed if he has proven to be a valuable contributor.

Organization Within the Committee

Chairman, elected by vote of the committee.

Secretary, coordinator or other member of the committee.

Meetings

There is no generally accepted policy concerning the number of meetings when there is business to discuss rather than having regular scheduled meetings is acceptable. Perhaps four meetings annually would be a minimum. The best way to maintain the continued interest and participation of members is to keep them actively engaged in working on problems.

A full and worthwhile agenda for every meeting should be planned, so that the members' time is never wasted.

The common courtesies and business procedures involved in the operation of any organization should be scrupulously observed at each meeting. Ample notice should be given for each meeting. It is good policy to send out the agenda in advance and to distribute copies of the minutes soon after the meeting.

C. Developing or Obtaining Job Description

While the duties of each job should be determined by the needs of an organization, often job duties are neither fully determined or defined. In order to have some basis for determining whether certain potential job opportunities meet the qualifications and aptitudes of students, it often becomes necessary to either obtain or develop with the help of the employer a job description. A job description is a written statement covering the duties and responsibilities of a job. A sample of a job description is located in the appendices.

In order to compile a job description a job analysis is made. A job analysis is the process of gathering, analyzing, and recording pertinent information about jobs. In making the analysis, each job is broken down and studied on the basis of the component parts of elements that comprise it.

The analyst may obtain job information by interviewing employees in each of the jobs and/or their supervisors, by having either of these groups complete questionnaires covering their jobs, by observing the jobs being performed, and by checking available production records. This is often done by companies, but in instances where it has not been done an opportunity for a joint effort with the placement coordinator and company personnel may be available. A sample of a job analysis questionnaire is located in the appendices.

Job Specification

A job specification includes the personal qualifications that an individual must possess in order to carry out the duties and responsibilities of a job. The content and organization of a job specification,

like that of the job description, will vary among companies. Differences in the nature and requirements of jobs covered and differences in the purposes served by the job specification will help to determine the items that it contains. For the most part, however, the items covered by a job specification may be divided into two groups: those covering the skill requirements of a job and those covering its physical demands.

Skill Requirements

The skill requirements include the mental and manual skills as well as personal traits and qualities that the job holder should possess to perform the job effectively. Although many jobs specifications may not contain each one of the following skill requirements they will contain most of them at least to some degree.

Education Requirements - These requirements may include the minimum formal educations, including special courses or technical training, considered necessary to perform the job.

Experience - The minimum amount and type of experience that is required in order for an employee to hold a job generally can be expressed in objective and quantitative terms such as years and months.

Specific Knowledge Requirements - Many jobs require the employee to possess specific knowledge that cannot be covered adequately by the education and experience specification. These requirements might include a knowledge of certain materials, processes, equipment, systems, products or other subject matter.

Personal Traits or Abilities - Information about these requirements can be the most difficult to describe because traits and abilities are so intangible and subjective in nature. Nevertheless, the ability of an individual to fit into a particular situation and to work harmoniously with others may have a much greater bearing than does his technical skill upon his success in performing a particular job. Information relating to these qualifications may cover such topics as social skills, judgment initiative, cooperativeness, and creative ability.

Responsibility - Although an employee's competencies may include the ability to assume responsibility, most specifications cover this qualification separately because of the different types of responsibilities that may be involved. It is rather common practice, therefore, to summarize the various types of responsibility that the employee may be required to assume including responsibility for work of others, for equipment, for production processes, for company funds, for product quality, for safety, and for cost reduction.

Manual Skill Requirements - In the case of some jobs, manual skills can be covered in the items describing experience and training. For other jobs, however, manual skills may have to be defined in terms of the quantity, quality, or nature of work to be performed, or in terms of the minimum scores that must be achieved on certain performance tests. Manual skills include clerical skills, such as typing, and shop skills, such as those that are required in order to make a pattern or a jig.

Physical Demands - The physical demands of a job include such items as: (1) physical exertion. (2) working conditions, and (3) hazards that are encountered in performing the duties of the job. These demands

tend to be more important in the case of shop jobs than in the case of office jobs. A sample of a job specification is located in the appendices.

Style for Writing Job Descriptions and Specifications

Job descriptions and specifications should be written in a manner that permits all of the necessary information to be compiled accurately, clearly, and briefly. Cenerally the format is as follows:

1. The statement should be terse and direct, using the simplest possible wording.
2. All words and phrases which do not contribute to the description should be omitted.
3. Each sentence should start with a functional verb, present tense, with the implied subject being the worker holding the job.
4. Emphasis should be given to the skills involved and to the particular tools and equipment used.
5. Full capital letters should be used to spell out any job titles appearing in the description.
6. The term "occasionally" should be used to describe those duties performed "once in a while," and the term "may" should be used to describe those duties which are performed only by some of the workers.[2]

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[2] J. L. Otis and R. H. Leukart, Job Evaluation (2nd ed.), (Englewood Cliffs New Jersey: Prentice-Hall, Inc., 1954), pp. 274-276.

D. Publicizing the Job Placement Program

Present the placement service message to the public:

1. Newspaper articles.
2. Speak at regular meetings of community organizations and business clubs.
3. Communications with school personnel.
4. Compose letters and notices to employers.
5. Publish pamphlets and booklets.
6. Communicate with students (clubs, newspaper, bulletin boards).
7. Inform parents of some students by developing and maintaining communications relative to work experience process and related activities through newsletters, and personal contact.

E. Conducting Student Interviews

Once job opportunities are determined from potential employers and students have been referred by school directors it is up to the placement coordinator to match potential candidates to the job openings that are available.

1. The director or an instructor refers the student to the placement coordinator. At this time he should familiarize the coordinator with the aptitude and ability of the student.
2. The placement coordinator interviews the student and determines his interest in both occupational area and type of firm. This is done very much in the manner of a regular job interview. It serves as a screening process before the applicant is sent

to the employer. Once the coordinator gets certain information concerning the applicant's interest he can match it with his abiiity and aptitude and be ready to recommend him for placement.

F. Placement Orientation

Hold orientation meetings as a group or if the situation warrants offer individual instruction:

1. Discuss and illustrate the use of applications for job opportunities.
2. Prepare students regarding interviewing techniques.
3. Assist students in formulating an assessment of their training and ability.
4. Provide follow-up job counseling on an individual and group basis.

G. Placement

The placement of students must he handled individually and carefully. The actual placement can determine whether the student will progress toward a permanent commitment to a career, and it can also determine whether the business will find the placement programs meaningful and continue to use it.

The placement coordinator should:

1. Refer interested and qualified students to job openings.
2. Assist students where necessary in keeping appointments.
3. Inform prospective employer regarding students who will be graduating or leaving school and are eligible for employment.

4. Invite employers to use school facilities when appropriate or to observe prospective employees engaged in school tasks.
5. Cooperate with the employer in the development of good attitudes towards work.
6. Encourage employers to make placement programs and curriculum recommendations.
7. Keep abreast of all changes in local, state and national labor laws.

H. Follow-up of Student Referrals to Employers

Organize the collection and use of placement information so that effective feedback into curriculum may be implemented.

1. Verify placement of students in employment.
2. Follow-up each initial employment interview by contacting both employer and student. A visit should be made to the job site as soon as possible after employment.
3. Follow-up students not employed and determine reasons for unemployment and attempt to remedy.
4. Communicate with employer to discover the on-the-job development of each placement after each referral, the placement coordinator should contact both student and employer in order to discuss the success of the interview. This expression enables the coordinator to gain information pertaining to the strengths and weaknesses of each candidate. Soon after a student has been placed in employment, the coordinator should visit the employer and discuss the on-the-job development

of the student. This procedure shows the continuous interest on the part of the school and renews the confidence of the employer in the school placement program.

I. Follow-up (Evaluation and Research)

The follow-up is a very significant aspect of the job placement coordinator's job. If follow-up is to be optimally useful, it must be planned systematically; the data must be gathered periodically and analyzed carefully. A well-executed follow-up can be very useful in making decisions regarding job placement facilities, programs, policies, and budgets and in preparing reports for persons needing such information, including the administration and state officials. The research involved in follow-up activities frequently provides data leading to changes and the development of new or revised programs and procedures. The primary questions to be answered by the follow-up are:

1. How did the users of the job placement service work out?
2. What effect, if any, did the job placement service have upon the users of its services?
3. How can the job placement service be changed to more adequately serve its users?

Follow-up surveys are usually conducted by questionnaire, interview, or a combination of these two methods (Norris, 1960). A supplement to this would be obtaining information from newspaper reports, contacts with the clients themselves, and contacts with people who knew the clients. All clients should be followed up and accounted for.

One of the most important steps in planning a follow-up survey is developing the necessary forms: covering letter, questionnaire, and a follow-up letter to those persons who do not return the questionnaire.

The covering letter should be brief and personal. It should place emphasis on service to the school as a reason for filling out the questionnaire completely. The letter may also point out that all questions should be answered carefully, but if the respondent is unwilling to answer any question, he should check the question to indicate that is was accidentally overlooked.

A questionnaire form prepared by the California Bureau of Occupational Information and Guidance is in Appendix S. If a shorter form is preferred, certain questions can be elimated. Questions 1, 2, 3, 6, 7, 8, 9, 10, 12, and 16 should be retained.

Clients should be impressed with the importance of follow-up surveys before they leave school. In class meetings or in other group sessions, the questionnaire and other forms should be explained and questions about them answered. With potential dropouts, the plan may best be explained in personal interviews with the teacher in whose class the student is getting his best grades.

Follow-up survey data from other communities are valuable aids in showing students how the results of such surveys can help them with the problems which they will encounter after they leave school. (Norris, 1960)

Following is a list of suggested follow-up activities that may be carried out by the job placement coordinator:

1. Prepare clients before graduation or withdrawal for subsequent follow-up studies.

2. Secure student progress reports from faculty members.
3. Study the success of former job placement clients.
4. Make periodic evaluations of the job placement service, noting such things as:
   a. number of employer contacts with the school
   b. number of job interviews scheduled
   c. placements made
5. Administer an annual client questionnaire to evaluate the job placement service.
6. Include in follow-up studies questions regarding:
   a. employment status, e.g. full- or part-time, unemployed, seeking employment, military service, school
   b. number of job offers initially received
   c. manner of locating first job
   d. location of first job
   e. number of job changes
   f. present job duties
   g. job satisfaction
   h. relation of job to training
   i. length of present employment
   j. salary
   k. opinion of job placement services rendered
7. Select a group of employers and obtain their suggestions for improving your job placement service.
8. Follow-up with employer to ascertain the extent to which your clients exhibit good work habits, job knowledge, and personal habits.

9 Determine the effects of certain job placement activities upon the manner in which clients perceive of themselves and the extent to which they engage in job seeking behavior.

10. Determine, through study, factors beyond test scores which help to predict success of your job placement clients.

11. Develop methods of conducting a follow-up study of job placement clients in depth to obtain a style-of-life description of clients.

12 Secure technical assistance to construct research instruments, to analyze data through statistical procedures, to use data processing equipment, and to give consultative help.

13. Study other in-state and out-of-state job placement research, evaluation, and follow-up.

14 Prepare, after graduation, a report for faculty and administration on the results of the placement effort.

15 Facilitate the appropriate use of follow-up studies by:

a. preparing readily understandable reports

b distributing the reports to all persons who may have use of them

c. participating in discussions of the implications of the findings for program improvement

16 Distribute pertinent research and evaluation findings written in non-technical language to gain public interest and support.

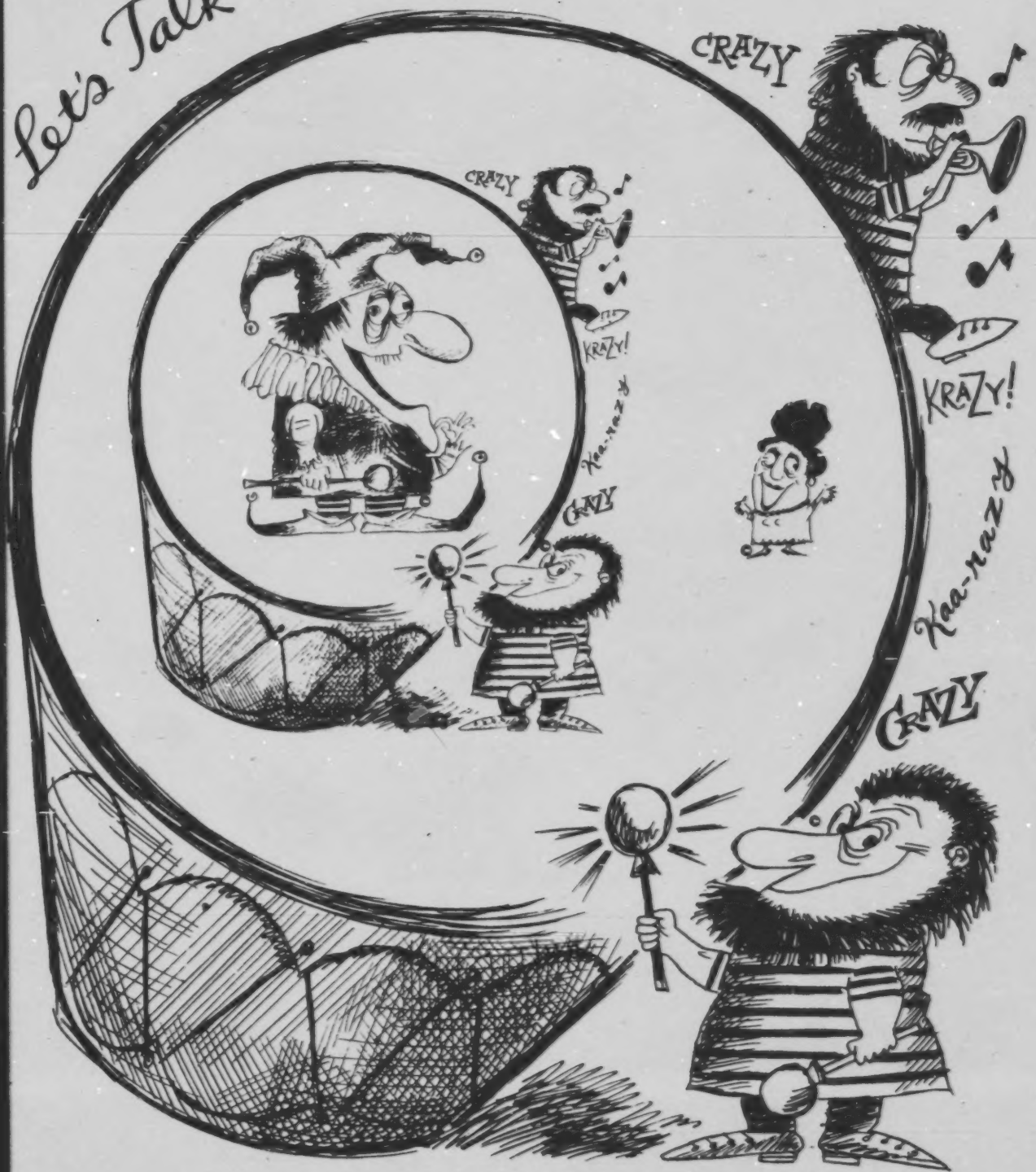
17. Develop a map depicting job location of clients.

18 Make comparisons of previous progress from yearly reports.

J. Reporting and Record Keeping

1. The following reports should be made by the coordinator to the director:
   a. report on findings of community survey
   b. report on placement potential of individual students that have been referred by the director
   c. results of follow-up of student referral by the director
   d. results of annual student follow-up survey
2. The following records must be kept by the placement coordinator:
   a. records of results of community survey
   b. a file on each applicant that he has placed or attempted to place
   c. a copy of his student follow-up studies

Let's Talk About TESTING



PART IV

TESTING

Tests are an important source of information that can be used by school personnel in estimating readiness for academic work, in evaluating needs, and in assessing student abilities and progress. It is important to understand that tests are among the best predictors of future behavior available. It is equally important to understand that tests are limited samplings of various types of behavior, that the accuracy of test results is affected by many factors, and most important of all, that tests furnish only one source of information. Many other factors such as motivation, initiative, and perseverance, which are not now adequately measured by tests, have significance in understanding a client.

Tests may provide significant information for the student's understanding of his abilities, achievements, and interests in his educational and vocational decisions. By means of tests, weaknesses may be identified and/or the student may become aware of special abilities or exceptional abilities that should be developed.

Tests may furnish data that will encourage or discourage a student from certain courses that are appropriately or inappropriately related to his ability and achievement. Tests may provide information for the teacher in adjusting teaching methods and materials to the needs, abilities, and interests of individual students. Frequently there will be students who have unusual difficulty with reading or arithmetic or some particular phase of a subject. Tests may reveal the nature of the difficulty that should be considered in planning a remedial or reteaching program.

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Tests have an important function in the evaluation of curriculum and in the assessment of instruction. Tests given to classes of students, or to all students in a school, can provide important information for administrators and teachers to use in evaluating what they have done and in studying educational goals and means of attaining these objectives. (Guidance Handbook, Virginia)

Guiding Principles in Using Test Results (Guidance Handbook, Virginia)

1. Testing has no justification unless constructive action follows.
2. Accurate administration and scoring of tests are essential.
3. Every test user must have sufficient understanding of the test and of elementary statistical concepts involved in testing to prevent misunderstanding and misuse of test results.
4. Test results should be compiled in such a form that they are usuable by counselors, teachers, and administrators.
5. Clients should be given test information with intelligible interpretation when they are ready to make constructive use of it.
6. Parents should gain increased understanding of the student through proper interpretation of test results.
7. Tests provide probability evidence, not certainties of success or failure.
8. Despite their limitations, tests are among the best predictors we have.

Limitations of Test Results (Guidance Handbook, Virginia)

1. Test scores should be considered as approximations rather than exact scores.

2. Test data should never be used as the sole basis for an important decision. They are meaningful only when they are interpreted with all other information needed to help a client.
3. Tests measure only a few of the desirable outcomes of education or training.
4. Many factors such as motivation or creative ability are not now adequately measured by tests.
5. Test scores may change because of environment, motivation, rapport, administration, or other factors.
6. A student's reading ability may affect his performance on tests in areas other than reading.
7. Failure to recognize a student's low reading ability may cause misleading interpretations.

Types of Tests and Their Use

1. Ability Tests (Mental Ability, Intelligence, Mental Maturity)

These tests attempt to measure the examinee's ability to perceive and understand relationships. They attempt to give an estimate of the examinee's capacity to learn new materials and to succeed in school-like tasks. Norms are generally reported in terms of mental age or intelligence quotient.

Performance on an ability test is determined by capacity, learning, and a wide diversity of environmental and psychological factors. Therefore, ability as measured by an intelligence test may change if there is a change in the environment or the personal factors which influence performance on a test. The examinee's performance may improve when better rapport, motivation, environment, nutrition,

reading instruction, and/or other factors result in desirable cumulative effects.

A listing of some of the more widely used measures of ability can be found in Appendix E.

2. Achievement Tests

An achievement test measures through a sampling process what one has learned, including the information or skills acquired and the understanding developed. It also indicates one's ability to use the information, skills, and understandings in problem-solving situations. It is designed to determine the amount of progress which has been made toward specific goals of the instructional program. Achievement tests designed to measure the extent of student mastery of the basic skills are sometimes called diagnostic tests. A profile and diagnostic analysis sheet shows the student's strengths and weaknesses in such areas as rate of reading comprehension, alphabetizing, and word meaning. Other achievement tests are labeled survey tests and are best used in areas involving administrative decisions.

Achievement testing in the elementary and the high school is becoming more concerned with the student's ability to apply information and to interpret unfamiliar material than with his range of information. It is generally more important to know the student's development in understanding and his ability to evaluate and apply information in broad areas, such as social studies, than to know his range of factual information of history.

The teacher may want to use test results for individual students or for the group. Generally, past performance is a good predictor of future behavior. Thus, both achievement test results and school

marks are good predictors for use in planning the next course and in setting long-range goals.

A listing of some of the more widely used achievement tests can be found in Appendix F.

3. Aptitude Tests

Aptitude has been defined as the capacity to acquire proficiency with training. Aptitude for an occupation or a school subject includes a group of psychological factors, such as verbal reasoning and spatial perception, which are believed necessary for success in further education and various occupations.

The appraisal of special aptitudes in certain fields can be made on a fairly broad basis or it can be highly specific. One can test individuals for mechanical aptitude or for many of the occupations within the field of mechanics. Most school people find a relatively small number of tests covering fairly broad areas to be sufficient. These tests measure such broad areas as Verbal Reasoning, Clerical Speed and Accuracy, Language Usage, Numerical Ability, Abstract Reasoning, Mechanical Reasoning, Space Relations, and Applied Science and Mechanics. Such batteries are helpful in predicting probable success in school subjects and in vocations.

Aptitude tests are particularly useful in counseling and job placement. Giving the client an opportunity to examine the measurement of several of his important mental traits will help him assess his relative strengths and weaknesses. He is encouraged to think realistically about a variety of possible courses of action.

Significant differences in scores in various areas may have meaning for vocational and educational planning.

A listing of some of the more widely used aptitude tests can be found in Appendix G.

4. Interest Inventories

These instruments measure kinds and strengths of student's interests. They are not tests in the sense of measuring something which has been learned in school. They are based on the student's expression of likes and dislikes in a number of different situations of a vocational and avocational nature. These choices are then compared with those made by people who are successful in the various occupations, such as sales, managment, or law. Some interest inventories are designed to indicate a large interest area such as computational or social service.

Interests are extremely difficult to measure, but several useful inventories have been devised, such as the California Occupational Interest Inventory, the Kuder-Preference Record, and the Strong Vocational Interest Blank.

The results of interest inventories need study and interpretation. The examiner and the client will often find from an interest inventory clues to the motivation of the client. When there are differences between expressed interests and those measured by an interest inventory, it is the examiner's duty to help the client examine all the factors influencing his choices. Interest inventories do not say to the client, "This is what you like, and therefore, this is the occupation you should choose." Rather, they say, "On

this inventory you have shown greatest interest in these areas; this is how your interests compare with others in this kind of work; this is an area you may want to investigate."

A frequent misinterpretation by the student is that interest indicates an aptitude. Actually the fact that a student shows a high interest tells us nothing about his ability to perform successfully in that area. It is true that many students have an interest in the things they can do well and that they achieve best in the activities in which they are interested. However, in considering the relation between interest and achievement, it must be remembered that a high rating in one does not necessarily mean a high rating in the other.

A listing of some of the more widely used interest inventories can be found in Appendix H.

5. Personality Appraisals

There are two broad approaches to the appraisal of personality traits. One is by means of personality inventories, and the other is by means of anecdotal records and descriptions of behavior. Under most conditions, anecdotal records and behavior descriptions are more useful for guidance personnel than are personality inventories. If used, personality inventories should be administered individually and interpreted only by trained personnel.

A listing of personality inventories can be found in Appendix I.

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APPENDICES

APPENDICES

A. Student Placement Questionnaire

B. Child Labor Laws

C. Sample Worksheet for a Community Occupational Survey

D. Programs to Assist the Disadvantaged or Hard-to-Employ

E. General Ability Tests

F. Achievement Tests

G. Aptitude Tests

H. Interest Inventories

I. Personality Inventories

J. Attitudes and Behaviors Employers Favor

K. Filling Out Your Application Form

L. How to Sell Yourself to an Employer in an Interview

M. Why Young People Fail to Get and Hold Jobs

N. Personal Data Sheet of an Educational Placement Form

O. Sample Resume

P. How to Arrange for an Interview

Q. What to do After an Interview

R. Student Follow-up Letter

S. Sample Questionnaire

T. Suggestions to Clients Seeking Jobs

U. Sample Job Description

V. Sample Job Specification

W. Sample Job Analysis Questionnaire

X. Factors to Consider - Job Placement Centers

Y. Bulletin Board and/or Poster Displays

APPENDIX A

STUDENT PLACEMENT

INTEREST QUESTIONNAIRE

Name_____

Address_____Age_____

_____

Are you working now_____yes _____no

If so, where_____
(Name of Business)

Location of business_____

What type of work are you doing?_____

If you are not working, what type of business would you be interested in working in?_____

What type of work would you be interested in doing?_____

_____

Are you interested in assistance from the job placement service?

_____yes _____no

APPENDIX B

CHILD LABOR LAWS

The contents of this Appendix should not be interpreted to have priority nor should the material contained herein be used in lieu of the West Virginia Child Labor Law and Regulations Handbook, effective September 2, 1969, Third Printing.

The sole purpose of this Appendix is an attempt to provide a guide and reference for the employment of minors in the State of West Virginia. The data contained in this Appendix is designed only for discussion purposes.

For Additional Information Contact:

WAGE AND HOUR DIVISION

West Virginia Department of Labor

Capital Complex

Charleston, West Virginia 25305

TELEPHONE: 304-348-2195

APPENDIX B

LABOR LAWS OF WEST VIRGINIA

CHAPTER 21

ARTICLE 6

CHILD LABOR

Sec.		Sec.	
21-6-1.	Employment of children under sixteen.	21-6-5.	Age certificate for employer; inquiry as to age; revocation of certificate; supervision by State Superintendent of Schools.
21-6-2.	Employment of children under eighteen in certain occupations; determination as to other occupations; appeal to supreme court.	21-6-6.	Children in State institutions.
21-6-3.	Issuance of work permit; vacation work permit; special work permit.	21-6-7.	Hours and days of labor by minors; duty of employer to post notice thereof.
21-6-4.	Contents of work permit; forms, filing; records; revocation.	21-6-8.	Supervision permits.
		21-6-9.	Enforcement of article.
		21-6-10.	Offenses; penalties.

CHILD LABOR LAWS (Procedure for Issuing Employment Certificates for Minors, West Virginia Department of Labor)

In order to be employed, the West Virginia Child-Labor Law requires all children under 18 years of age to secure an employment certificate. The law covers all gainful employment except work in agriculture, horticulture, domestic service in private homes, or work for a parent or person standing in place of a parent.

With the exceptions referred to above, the law provides for a minimum age of:

16 for employment in any occupation other than a nonagricultural occupation declared hazardous by the Commissioner of Labor. There are no other restrictions. If not contrary to local law, young people of this age may be employed for any number of hours, and during any periods of time, except as prohibited under Chapter 21, Article 6, Section 2, of the West Virginia Code.

16 for employment in an agricultural occupation declared hazardous by the Commissioner of Labor and for employment in agriculture.

14 for employment in occupations under conditions which do not interfere with young people's schooling,

health, or well-being. The Commissioner shall have authority to prescribe and issue Supervision Permits to meet special circumstances, and to prescribe the terms and conditions thereof.

(a) 14- and 15-year-old minors may not be employed:

(1) During school hours

(2) Before 5 a.m. or after 8 p.m.

(3) More than 8 hours per day - on nonschool days

(4) More than 40 hours a week - in nonschool weeks.

(b) 14- and 15-year-old minors, working in retail, food service, and gasoline service establishments, may be employed in:

Office and Clerical Work, Cashiering, Selling, Modeling, Art Work, Advertising, Window Trimming and Comparative Shopping. Price Marking, Tagging, Assembling, Packing, Shelving, Bagging, and Carrying Out Customers' Orders. Errand and Delivery Work by foot, bicycle, and public transportation. Clean Up Work, including the use of vacuum cleaners and floor waxers, and Maintenance of Grounds, but not including the use of power-driven mowers or cutters. Kitchen Work. Work in connection with Cars and Trucks excluding work involving the use of pits, racks or lifting

apparatus or involving the inflation of any tire mounted on a rim equipped with a removable retaining ring. Cleaning Vegetables and Fruits, and Wrapping, Sealing, Labeling, Weighing, Pricing, and Stocking Goods when performed in areas physically separate from areas where meat is prepared for sale and outside freezers or meat coolers.

(c) 14- and 15-year-old minors may be employed in any other occupation <u>except</u> the Excluded Listed Occupations:

Manufacturing, Mining, Processing (except retail, food services or gasoline service establishments). Rooms or Workplaces where goods are manufactured, mined or processed. Public Messenger or operating a Hoisting Apparatus or of any Power-Driven Machinery.

(d) 14- and 15-year-old minors <u>may not</u> be employed in occupations connected with:

Transportation, Warehousing and Storage, Communications and Public Utilities, and Construction. Except Office or Sales Work in connection with these Occupations (not performed on transportation media or at the actual construction site).

(e) 14- and 15-year-old minors <u>may not</u> be employed in occupations in a retail, food service, or gasoline

service establishment involving work in or about Boiler or Engine Rooms, work in connection with Maintenance or Repair of the Establishment, Machines or Equipment, outside Window Washing involving ladders or scaffolds, Cooking or Baking work involved with Choppers, Cutters, and Mixers, work in Freezers and Meat Coolers, Loading and Unloading goods from Trucks, Railroad Cars or Conveyors, and Warehouse Operations except Office and Clerical Work.

(f) 14- and 15-year-old minors may not be employed in any occupation found and declared to be hazardous by the Commissioner of Labor.

Hazardous Occupations Regulations provide a minimum age of 18 years for any nonagricultural occupation declared hazardous by the Commissioner of Labor. Listed are hazardous occupations in nonagricultural occupations:

(1) Occupations in or about plants or establishments manufacturing or storing explosives or articles containing explosive components.

(2) Occupations of motor-vehicle driver and outside helper.

(3) Coal-mine occupations.

(4) Logging occupations and occupations in the operation of any sawmill, lath mill, shingle mill, or cooperage-stock mill.

(5) Occupations involved in the operation of power-driven woodworking machines.

(6) Occupations involving exposure to radioactive substances and to ionizing radiations.

(7) Occupations involved in the operation of elevators and other power-driven hoisting apparatus.

(8) Occupations in connection with mining, other than coal.

(9) Occupations involved in the operation of power-driven metal-forming, punching, and shearing machines.

(10) Occupations involving slaughtering, meat-packing or processing, or rendering.

(11) Occupations involved in the operation of certain power-driven bakery machines.

(12) Occupations involved in the operation of certain power-driven paper-products machines.

(13) Occupations involved in the manufacture of brick, tile, and kindred products.

(14) Occupations involved in the operation of circular saws, band saws, and guillotine shears.

(15) Occupations involved in wrecking, demolition, and ship-breaking operations.

(16) Occupations involved in roofing operations.

(17) Occupations in excavation operations.

Refer to the West Virginia Child Labor Law and Regulations Handbook for detailed information and definitions concerning hazardous occupations.

General information for the issuing of work permits and age certificates.

(a) Work permits and age certificates are issued by the County Superintendent of Schools or by some person authorized by him in writing.

(b) The minor must appear in person before the issuing officer to obtain a work permit or age certificate.

(c) Application for Employment Certificates--

*Form I:

One copy of Form I will be completed when minor applies for a Work Permit or Age Certificate and kept in Issuing Officer's files. A new one is required for each change in job and place of employment.

Instructions for completing the Application:

Employer will complete Part A.

Parents will complete Part B.

The School will complete Part C.

The School or Public Health Doctor (when required) will complete Part D upon completion of Parts A, B, and C.

(d) *Work Permit--Form II--is used to issue a work permit to minors 14 and 15 for employment in any gainful occupation, except agriculture, horticulture or domestic service in a private home.

(e) *Age Certificate--Form III--is used to issue an age certificate, upon request to minors 16 and over for agricultural as well as nonagricultural employment.

*Required proof of age can be furnished with a birth certificate, Baptismal record, bona fide family Bible, passport, or life insurance

policy. Applicant must return, in person, a completed application, proof of age, and his social security card.

QUESTIONS AND ANSWERS PERTAINING TO THE CHILD LABOR LAW

1. Q. To what employers does the West Virginia Child Labor Law apply?

   A. Anyone who employs a minor under 18 years of age.

2. Q. What age is prohibited under the Child Labor Law?

   A. Minors under 14 years of age cannot be gainfully employed.

3. Q. For which jobs must a minor be at least 16?

   A. At 16 years of age, minors may be employed in any occupation other than a nonagricultural occupation declared hazardous by the Commissioner of Labor. Minors may be employed in agricultural occupations declared hazardous by the Commissioner of Labor at this time.

4. Q. Are there any exemptions for the West Virginia Child Labor Law?

   A. Yes.
   (1) Employment by a parent or person standing in place of a parent.
   (2) Domestic service in private homes.
   (3) Employment of children in agriculture and horticulture.

5. Q. What are the purposes of employment certificates and work permits?

   A. Employment certificates have a twofold purpose:
   (1) Protecting minors from harmful employment as defined by law.
   (2) Protecting the employer from unintentional violation of the minimum-age provisions.

6. Q. Where are these certificates and work permits obtained?

   A. Work permits and age certificates are issued by the County Superintendent of Schools or by some person authorized by him in writing.

7. Q. Who administers the Child Labor Law?

   A. The Commissioner of Labor.

8. Q. What are the prerequisites for securing employment certificates?

   A. Employer's application for certificate, which is referred to as Form I. (These forms may be secured through the office of the school superintendent.) Form I contains four major divisions:
   (1) Intention to Employ
   (2) Parents' Consent.
   (3) School Record.
   (4) Record of Physical Examination (subject to waiver).

   Certified copy of birth certificate.

   The minor must appear in person before the Issuing Officer to obtain a work permit or age certificate.

9. Q. Is it permissible for a minor to secure an employment certificate or work permit and then get a job?

   A. No, he must have the promise of a job before he applies for a certificate or work permit. Form I must be completed and signed by his employer.

10. Q. I have an employment certificate issued where I was last employed. Is it necessary to secure a new one for my next job?

    A. Yes, the old certificate should have been returned to the county school superintendent.

11. Q. Why does the law state that a child under 16 years of age cannot working during school hours?

    A. The State of West Virginia has a Compulsory School Law, which requires children to go to school until they have reached their 16th birthday or have graduated from high school, and the Child Labor Law is a companionable act to the Compulsory School Law.

12. Q. I have a child who wishes to go to work. May I secure the certificate for him?

    A. No, it is compulsory that the child secure the employment certificate himself, because the certificate requires his signature.

13. Q. I have a daughter who is 16 years of age and is married. Is she required to have a work permit?

A. Yes. Being married does not exempt her from the child labor provisions.

14. Q. What is the minimum age that newsboys may deliver newspapers?

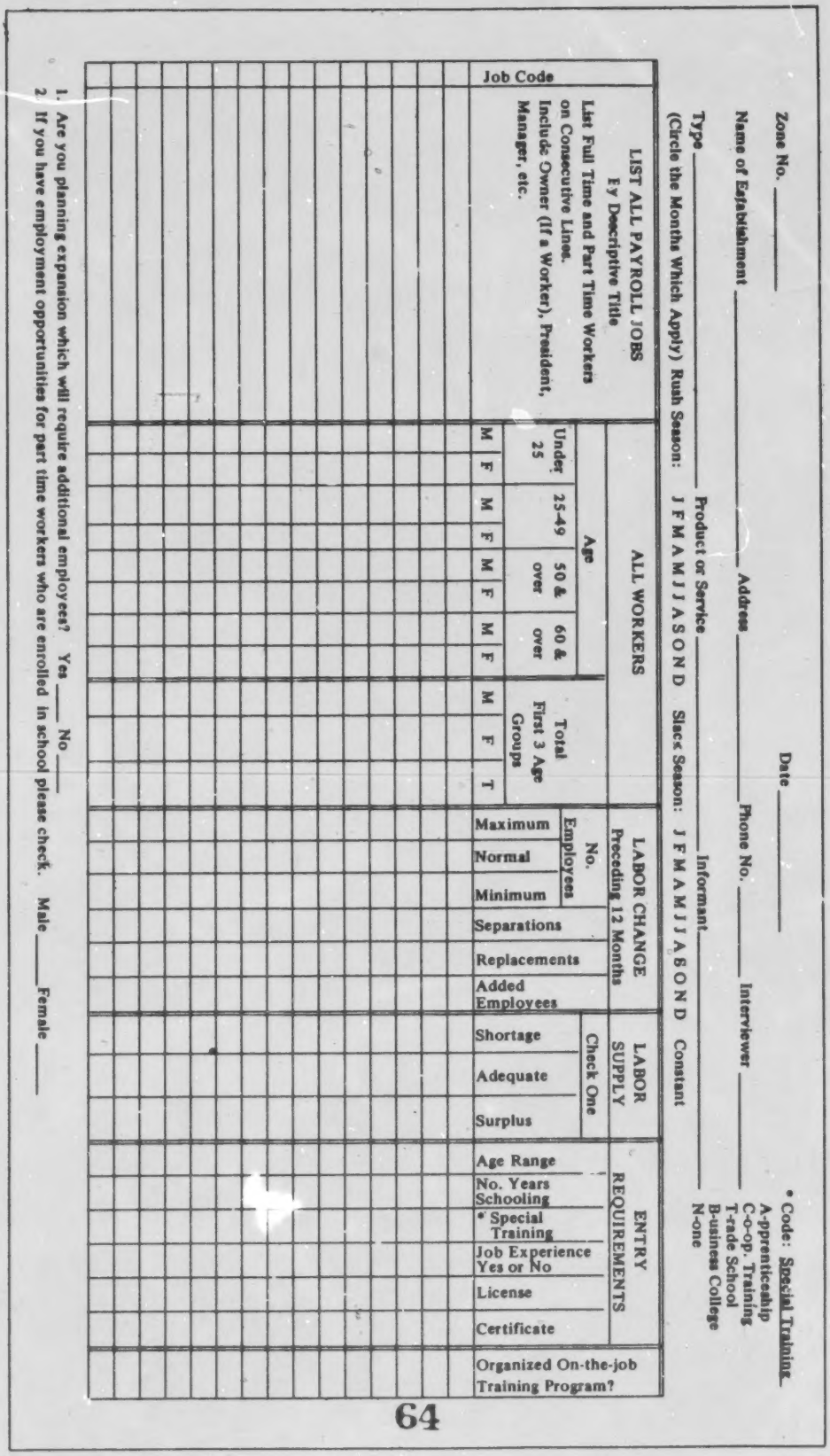
A. The West Virginia State Law has no provision for street trades (newspaper deliveries).

Federal Labor Laws exempt minors from their provisions in the delivery of newspapers.

There is no minimum age in the State of West Virginia for the delivery of newspapers by minors.

APPENDIX C

SAMPLE WORK SHEET FOR A COMMUNITY OCCUPATIONAL SURVEY
(Norris, 1966, p. 276)



Zone No. _____ Date _____

Name of Establishment _____ Address _____ Phone No. _____ Interviewer _____

Type _____ Product or Service _____ Informant _____

(Circle the Months Which Apply) Rush Season: J F M A M J J A S O N D Slack Season: J F M A M J J A S O N D Constant

* Code: Special Training
A-pprenticeship
C-o-op. Training
T-rade School
B-usiness College
N-one

Job Code	LIST ALL PAYROLL JOBS By Descriptive Title. List Full Time and Part Time Workers on Consecutive Lines. Include Owner (If a Worker), President, Manager, etc.	ALL WORKERS: Age — Under 25 (M, F); 25-49 (M, F); 50 & over (M, F); 60 & over (M, F)	ALL WORKERS: Total First 3 Age Groups (M, F, T)	LABOR CHANGE Preceding 12 Months: No. Employees — Maximum	Normal	Minimum	Separations	Replacements	Added Employees	LABOR SUPPLY Check One: Shortage	Adequate	Surplus	ENTRY REQUIREMENTS: Age Range	No. Years Schooling	* Special Training	Job Experience Yes or No	License	Certificate	Organized On-the-job Training Program?

1. Are you planning expansion which will require additional employees? Yes ____ No ____
2. If you have employment opportunities for part time workers who are enrolled in school please check. Male ____ Female ____

APPENDIX D

PROGRAMS TO ASSIST THE DISADVANTAGED OR HARD-TO-EMPLOY

1. The Manpower Development and Training Act (MDTA)

MDTA serves the disadvantaged by providing needed basic education: Institutional or On-the-job (OJT) Training or Coupled Training--a combination of Institutional and OJT. Some special projects under MDTA include education and training for rural migrant workers, older workers, and returning servicemen.

2. Job Corps

This program is intended for the most seriously disadvantaged youths ages 18 through 21. Heavy emphasis is placed on youth from isolated rural areas and poor home environment. There is a center for women in Charleston and one in Harpers Ferry for men.

3. Work Incentive Program (WIN)

This program is for recipients of Aid to Families of Dependent Children (AFDC). The primary purpose of this program is to get people off welfare rolls and onto payrolls. Local public welfare agencies are responsible for referring eligible AFDC recipients to the State Employment Agency for participation in the program. The WIN program is currently operating in each local State Employment Office.

4. The Job Opportunities in the Business Section (JOBS)

This program is unique in that private employers hire, train, and retrain the disadvantaged. A National Alliance of Businessmen (NAB) operates under the chairmanship of a nationally known figure appointed by the President of the United States. The local NAB staff contacts

private employers seeking pledges to employ the disadvantaged. This program is brought to the attention of employers by local Chambers of Commerce and by the local State Employment Office.

5. Neighborhood Youth Corps (NYC)

This program has three main divisions: in-school, summer, and out-of-school. Check with your local State Employment Office for further information about this program.

6. West Virginia Prison Release Program

This program is designed to provide special assistance to releasees and parolees in entering and re-entering the labor market. Both vocational and non-vocational training is provided prior to release from prison.

APPENDIX E

GENERAL ABILITY TESTS (Intelligence, Mental Ability, etc.)

1. California Short Form Test of Mental Maturity (CTMM)

The CTMM yields three scores: Language I.Q., Non-Language I.Q., and Total I.Q. One form of the test is available at each level and there are eight levels ranging from kindergarten through college.

The job coordinator should become thoroughly familiar with this instrument in order to use the results most effectively with his clients.

2. Cooperative School and College Ability Tests (SCAT)

The SCAT yields three scores: Verbal, Quantitative, and Total. Interpretative materials are excellent for one form of the test. The SCAT is divided into five levels, ranging from grade four through grade fourteen.

3. Otis Lennon Mental Ability Tests

The Otis-Lennon is a revision of the Otis Quick Scoring Mental Ability Tests and is very similar to it. The Otis-Lennon yields a Total I.Q. only. There is extensive information in the technical handbook to assist in evaluating this instrument. This test is published in six levels and ranges from kindergarten through grade twelve.

APPENDIX F

ACHIEVEMENT TESTS

1. The Comprehensive Tests of Basic Skills (CTBS)

The CTBS is the 1968 revision of the California Achievement Tests. It consists of ten subtests and ranges from second through twelfth grade.

2. The Metropolitan Achievement Tests (MAT)

The MAT covers the range of grades one through thirteen. Vocabulary, reading comprehension, and arithmetic skills are the areas measured by all of the batteries.

3. The Sequential Tests of Educational Progress (STEP)

The STEP battery consists of six tests: (1) reading, (2) writing, (3) mathematics, (4) science, (5) social studies, and (6) listening. The tests cover the range of grades from four through fourteen.

APPENDIX G

APTITUDE TESTS

1. The Dailey Vocational Tests

The Dailey Vocational Tests are designed for vocationally oriented students and consist of three tests: the Technical and Scholastic Test, the Spatial Visualization Test, and the Business English Test. The test range includes grades eight through adult.

2. The Differential Aptitude Test Battery (DAT)

The DAT yields eight scores: (1) Verbal Reasoning, (2) Numerical Ability, (3) Abstract Reasoning, (4) Space Relations, (5) Mechanical Reasoning, (6) Clerical Speed and Accuracy, (7) Language Usage: Spelling, and (8) Language Usage: Sentences. All of the tests are power tests except the Clerical Speed and Accuracy. The DAT was developed to cover the range from grades eight through twelve.

3. The Flanagan Aptitude Classification Tests (FACT)

The FACT is composed of nineteen tests and is oriented toward vocational guidance. The test is designed to be used from grades eight through twelve.

4. The General Aptitude Test Battery (GATB)

This instrument is used by the State Employment Offices. The job coordinator should contact the State Employment Office and gather as much information as possible concerning this instrument.

APPENDIX II

INTEREST INVENTORIES

1. Kuder Preference Record--Occupational (KPR-O)

This instrument yields 50 scores for specific occupational groups and a verification score. The keys were developed by comparing the answers given by men in specific occupations with men in general. It can be used for grades nine through sixteen and adults.

2. Kuder Preference Record--Vocational (KPR-V)

This inventory yields ten scores representing broad areas of interest and a verification score. The keys were developed on the basis of internal consistency. It can be used for grades nine through sixteen and adults.

3. Kuder Preference Record--Personal (KPR-P)

The KPR-Personal uses the same pattern of items as the KPR-Vocational and appraises liking for five aspects of life situations: (1) being active in groups, (2) being in familiar and stable situations, (3) working with ideas, (4) avoiding conflict, and (5) directing others. This instrument can be used for grades nine through sixteen and adults.

4. Strong Vocational Interest Blank (SVIB)

The SVIB is probably the best known instrument for appraising interests. It has some 60 different keys that relate to specific occupations. Strong has developed a blank for men and a blank for women. The Strong can be used with clients sixteen years of age and older.

APPENDIX I

PERSONALITY INVENTORIES

1. California Test of Personality (CTP)

The CTP is one of the few personality inventories that range from kindergarten to adults. It yields scores on personal adjustment and social adjustment. Several subscores deal with such areas as sense of personal worth, nervous symptoms, and family relations.

2. Edwards Personal Preference Schedule (EPPS)

This inventory attempts to assess the relative strengths of 15 needs. Norms are provided for both males and females. It was designed to be used by adults.

3. Mooney Problem Check List (MPCL)

This instrument provides a systematic coverage of problems often reported or judged significant at various age levels. The items are conveniently grouped by areas (courtship, sex and marriage, home and family life, health and physical development) and a count can be made of the items checked in each area. The MPCL covers the range from grade seven through adults.

APPENDIX J

ATTITUDES AND BEHAVIORS EMPLOYERS FAVOR (Sinick, 1970, p. 53)

Acceptance of criticism
Accuracy
Adaptability
Alertness
Ambition
Application
Attentiveness
Carefulness
Cheerfulness
Concentration
Cooperativeness
Courtesy
Decision-making
Dependability
Diligence
Efficiency
Emotional stability
Enthusiasm
Following directions
Friendliness
Honesty
Humor
Independence
Initiative
Interpersonal effectiveness
Integrity
Judgment
Leadership
Loyalty
Manners
Maturity
Motivation
Neatness
Patience
Perseverance
Poise
Punctuality
Regular attendance
Responsibility
Respect for authority
Self-confidence
Seriousness
Sincerity
Willingness to improve

Suggestion: This may be used as a work list for a recommendation. The counselor may want to sprinkle the letter with these words.

APPENDIX K

FILLING OUT YOUR APPLICATION FORM (Southern Bell)

1. An application gives the employer a preliminary impression of you. It indicates your interests, training, work experience, habits and personal background.
2. Read the application blank through carefully before attempting to answer any questions.
3. Unless otherwise instructed, fill out the application form in ink Watch your spelling. Legibility is very important.
4. Provide information on all items which apply to you.
5. If in doubt about anything on the form, ask for more information.
6. Before returning the application, check it over carefully for any errors or omissions.

Suggestion: It is a good idea to study application blanks of various businesses and industries to determine the items which are of most interest to prospective employers. Make these blanks available to students.

APPENDIX L

HOW TO SELL YOURSELF TO AN EMPLOYER IN AN INTERVIEW----DO'S

1. Study your qualifications and abilities and arrange this knowledge in your mind so that you can present it briefly and clearly during the interview.
2. Learn as much as you can beforehand about the firm to which you apply. Know something about its products or its services.
3. Be able to say why you want to work for THAT company.
4. Take along papers such as:

   a. Social security card
   b. Health certificate
   c. Union membership card
   d. Proof of age
   e. Any licenses that may be required
   f. Military records

5. Be prompt. Keep your appointments to the minute.
6. Let the receptionist know who you are and whom you wish to see.
7. Make a presentable appearance; be clean, neat, and dress as well as you can afford.
8. Watch your posture. Create a good impression by assuming a graceful position in the chair.
9. Answer all the employer's questions accurately, honestly, frankly, and promptly.
10. Be able to give continuous record of all your jobs, dates of employment, wages received, the exact nature of your work, and the reason you left. This information is important to the employer.
11. When asked, point out the value derived from your training and past experience which will carry over to the job for which you are applying.

12. During the interview, let the interviewer or employer take the lead in talking.
13. Be able to give as references the names of at least three responsible and reliable people who know you well.
14. Speak with a feeling of confidence and enthusiasm.
15. Answer his questions in a pleasant but brief and businesslike way.
16. Feel sure that you are really interested in the type of work you are applying for.
17. Express your appreciation at the close of the interview.

HOW TO SELL YOURSELF TO AN EMPLOYER IN AN INTERVIEW---DON'TS

1. Don't overdress or wear gaudy clothes. Women should avoid gaudy makeup.
2. Don't take anyone with you to apply for a job. The employer wants to talk to you.
3. Don't be afraid to ask questions about the firm or your job.
4. Don't yawn or slouch or display signs of nervousness.
5. Don't be surprised if you're asked to be interviewed by more than one person or to take tests of your abilities.
6. Never say anything on which you would be unable to make good.
7. Don't bluff or exaggerate; use good English, speak distinctly, and don't talk too much.
8. Do not criticize others, including past employers or associates.
9. Do not mention your personal, domestic, or financial troubles. The employer is interested only in what you can do and how well you can do it--in other words, of what value you can be to him.
10. Don't become familiar to try to win favor by addressing the interviewer as "Jack" or "Buddy."
11. Do not become discouraged if during your first interview, you become nervous and fail to present yourself favorably. Employers understand and make allowances. Deliberately seek interviews and improve your presentation each time.

APPENDIX M

WHY YOUNG PEOPLE FAIL TO GET AND HOLD JOBS (New York State Employment Service)

Appearance

Attitude and behavior

Ignorance of labor market facts

Misrepresentation

Sensitivity about a physical defect

Unrealistic wage demands

Failure to notify employer of absence

Insufficient training

Insistence on own concept of job

Balks at entry requirements

Applying for job with friend or relative

Inability to get along with others

Unsuitability for job

Reputation for unreliability

No sense of responsibility

APPENDIX N

PERSONAL DATA SHEET OF AN EDUCATIONAL PLACEMENT FORM (Norris, 1966, p. 360)

1. Name in full _____ _____ _____ Date _____
   Last *First* *Middle*
2. Permanent home address _____
   Number and Street *City* *State* *Phone*
3. Mailing address _____
   If different from home address *Number and Street* *City* *State* *Last date you will be here*
4. Birthplace _____ Date of birth _____ Are you a U.S. Citizen? Yes_____ No_____
   Month Day Year
5. Single _____ Married _____
   Husband's or wife's full name
6. Have you had any experience in the Armed Forces? Yes____ No_____ Total months in Service_____ Branch of Service _____
7. Have you previously applied for admission to any college or university? Yes_____ No_____ If so, give name of the institution and full details of the outcome of your application _____
8. List in chronological order all high schools attended.
   Name of Institution _____ City _____ State _____ Attendance Date (Month and Year)_____
   _____ From _____ To _____
   _____ From _____ To _____
9. When do you expect to enter college? Fall _____ Winter_____ Spring_____ Summer_____ Year _____
10. a. (1) Father's full name: _____ b. (1) Mother's full name _____
    Last *First* *Last* *First*
    Address _____ Address _____
    If different from No. 2 *If different from No. 2*
    (2) Living? _____ (2) Living? _____
    (3) Is he a U.S. Citizen? _____ (3) Is she a U.S. Citizen? _____
    (4) Occupation _____ (4) Occupation _____
11. If you have a legal guardian or foster parents give name _____
    Address _____ Relationship to you _____
12. Give names, addresses, and occupation of at least two responsible adult persons as references (not foremen, teachers or relatives)
    _____ _____ _____
    Name *Address* *Occupation*

APPENDIX O

SAMPLE RESUME

Miss Billie Pinson
33 Gilmer Street, S. E.
Huntington, West Virginia 25701
Phone: 736-0000
Social Security No.: 222-00-000

PHOTO

(optional)

Type of work desired: Clerk Typist
Date: April 5, 1974

PHYSICAL CHARACTERISTICS

Age: 16 (Date of birth: 2-13-58)
Height: 5'5"
Weight: 130 lbs.
Health: Excellent

EDUCATION

School	Dates of Attendance
Pea Ridge Elementary School	September 1965 to June 1970
Barboursville Junior High School	September 1970 to June 1973
Barboursville Senior High School	September 1973 to present

COURSES TAKEN THAT MIGHT BE HELPFUL IN THIS POSITION

Typing I General Business Psychology

WORK EXPERIENCE

Summer 1973: Waitress at Ladona's
Employer: Mr. H. Harmon
2261 Dixie Road
Huntington, West Virginia 25701

March 1973 to May 1973: Salesgirl at Hanson's Dress Shop
Employer: Mrs. F. Hanson
431 Peachtree Street
Huntington, West Virginia 25701

REFERENCES

Mr. Arnold Lang
310 Brent Road
Huntington, West Virginia 25701

Phone: 523-0398
Occupation: Carpenter

Mrs. Barbara Wayne
7189 Cliff Valley Road
Huntington, West Virginia 25701

Phone: 525-1029
Occupation: Housewife

Mrs. Walter Morris
3876 Drew Avenue
Huntington, West Virginia 25701

Phone: 696-8387
Occupation: Plumber

APPENDIX P

HOW TO ARRANGE FOR AN INTERVIEW (Southern Bell)

1. If you arrange for an interview by letter--

   A. Have it well prepared and properly written.

   B. Type the letter unless a handwritten letter is requested.

   C. Use short concise sentences with the letter not being more than one page in length.

2. If you arrange for an interview by telephone--

   A. Make your call businesslike and courteous.

   B. Speak distinctly and with confidence.

   C. Give your name clearly.

   D. Know the name of the person who is to interview you and how to pronounce it correctly.

   E. Make a written note to time, place, and name of person to whom you are to report.

   F. As soon as your appointment is made, thank the person and bring your conversation to a close.

APPENDIX Q

WHAT TO DO AFTER THE INTERVIEW (Southern Bell)

1. Inform the person who referred you to the job regarding the outcome of your interview.
2. If the job is offered to you, notify the employer of your acceptance as soon as possible. Assure him that you will report at the time and place designated.
3. If you accept some other job in the meantime, you should immediately notify both the employer to whom you applied and the person who referred you to him.
4. If you did not get the job, think through your first interview and try to discover what you could have done better.
5. Don't be discouraged if you do not get the first job for which you applied. Fortitude is needed in job seeking. Stick to it until you get the kind of job you want.

APPENDIX R
STUDENT FOLLOW-UP LETTER

Dear Graduate,

The Job Placement Program is conducting a survey in order to find out how our former students who have gone through our student placement program are progressing since graduation from high school. Information obtained should enable us to improve our instructional, job placement, and counseling services. We would appreciate any suggestion you may care to offer.

Please fill out the attached card and mail promptly. Remember your help is needed to help others.

Thank you very much. Best wishes for success in your work.

_____
Job Placement Coordinator

SAMPLE QUESTIONNAIRE (Norris, 1966, pp. 320-323)

STUDY OF FORMER STUDENTS
(Name of School)

(NOTE. YOUR ANSWERS WILL BE CONSIDERED CONFIDENTIAL. THEY WILL BE USED ONLY FOR STATISTICAL PURPOSES AND FOR THE IMPROVEMENT OF OUR SCHOOL PROGRAM)

Your Name _____ Date _____

*Mr.
*Mrs. _____ Present Address _____
*Miss *(*Cross out two)*

If Mrs., give maiden name here _____

Course taken in school _____ Year you graduated _____ (or) Dropped Out _____
(college prep, business, general, etc.)

If you dropped out of school before graduation, please give the following information:

(1) Your age when you left school: _____
(2) What grade were you in when you left? _____
(3) Did you leave before the end of the year or did you finish the year?
(please check one)
1) _____ Left before the end of the year.
2) _____ Finished the year.

---

*1. Are you *(please check one)*
(1) _____ Single
(2) _____ Married (if married, how many children do you have? _____)
(3) _____ Divorced or separated
(4) _____ Widowed

*2. What are you now doing? *(please check one or more)*
(1) _____ Working for pay, full-time
(2) _____ Working for pay, part-time
(3) _____ In school, full-time
(4) _____ In school, part-time
(5) _____ Housewife
(6) _____ In business for self
(7) _____ In armed forces
(8) _____ Not working but looking for job
(9) _____ Not working and not looking for job
(10) _____ Other *(please describe)* _____

*3. Please list below any additional education you have had since leaving this school. Include post-graduate work, correspondence courses, private lessons, trade or business school, apprenticeship, junior college, college, university, and any other types of education.

NAME OF SCHOOL	COURSE YOU TOOK	Date Entered	Months Spent	Diploma, degree, etc.

(If more space is needed, write "over" and use the back of this page)

4. For what occupation are you now preparing yourself? _____

5. What is your father's regular occupation? _____

*6. Which of the following helped you most in selecting an occupation and in making your educational and vocational plans? *(Check one or more)*

(1) _____Parents
(2) _____Other relatives
(3) _____Friends
(4) _____A teacher
(5) _____Principal
(6) _____Counselor
(7) _____Work Experience
(8) _____School subjects (name) _____
(9) _____No help received

*7. THIS IS A VERY IMPORTANT QUESTION FOR THOSE WHO DROPPED OUT OF SCHOOL BEFORE GRADUATION. Will you state very frankly the real reason or reasons why you left school. Your honest answers will help to improve the school. Other studies of drop-outs show that among the reasons why students leave school are financial need, ill health, dislike of school or teachers, failure in courses, desire to go to work, marriage, change of residence. But think through your own experience and give the reasons why you withdrew.

_____

_____

_____

_____

IF YOU HAVE NOT BEEN WORKING SINCE LEAVING SCHOOL OMIT QUESTIONS 8 TO 13 AND GO ON TO QUESTION 14.

*8. Please describe below the jobs you have held since leaving school:

EMPLOYER OR FIRM	TITLE OF JOB OR KIND OF WORK	Date you started	Months on job	Weekly Wage

(If more space is needed, write "over" and use the back of this page)

*9. To what extent has your school training helped you on your present job? (Check appropriate blank to the right)

(1) _____A great deal
(2) _____Some
(3) _____Little or none
(4) _____I'm not certain about this

*10. In what ways could your experience in this school have been more helpful to you?

_____

_____

_____

11. Do (did) you like your present (or most recent) job? (1)_____ Yes (2)_____ No
Why? _____

_____

*12. Which of the following helped you most in getting your first steady job after leaving school? *(please check one or more)*

(1) _____Parents or other relatives
(2) _____Friends
(3) _____School (teacher, counselor or other school person)
(4) _____My own efforts
(5) _____Newspaper advertisement
(6) _____Public employment service (non-fee)
(7) _____Private employment agency (fee)
(8) _____Other (please explain) _____

_____

_____

13. Where was the knowledge or training needed in your present occupation gained?

_____

14. What clubs, organizations, and activities did you take part in while in high school?

_____

_____

15. What community clubs, organizations, and activities do you now take part in?

_____

_____

*16. Please indicate by checking in the proper column how much this school helped you in regard to each of the following:	(1) A great deal	(2) Some	(3) Little or none	(4) Uncertain
1) Using your spare time				
2) Taking care of your health				
3) Taking part in community and civic affairs				
4) Marriage and family life				
5) Securing a job				
6) Getting along with other people				
7) Preparing for further education				
8) Understanding your abilities and interests				
9) Ability to read well				
10) Using good English				
11) Using basic math skills				
12) Using your money wisely				
13) Conducting your own business affairs				
14) Thinking through problems				

17. If you have further comments or suggestions for improving any part of this school's program, please state them here.

_____

_____

_____

_____

18. Can this school be of further service to you? If so, please explain here or write or phone to the school.

_____

_____

_____

19. Do you personally feel a need for further education through adult or evening classes? If so, in what fields or courses?

_____

_____

THANK YOU FOR YOUR HELP AND COOPERATION

*All items marked thus are on the minimum list which it is hoped all schools will include in follow-up studies. For further information see the section of this bulletin which discusses the questionnaire.

California State Department of Education, "Guide for Making a Follow-up Study of School Dropouts and Graduates," *California Guidance Bulletin*, No. 13 (January, 1950), pp. 16-18.

APPENDIX T

SUGGESTIONS TO CLIENTS SEEKING JOBS (Sinick, 1970, p. 57)

Tell relatives, friends, neighbors that you're looking.

Tell your minister, rabbi, or priest, your doctor and dentist.

See your school counselor or placement officer.

Tell teachers, advisers, or other school personnel.

Alert school or college alumni associations.

Alert your librarian and local businessmen you deal with.

Get in touch with any employers you have worked for.

Examine the classified telephone directory for employer names.

Telephone prospective employers for interview appointments.

Pay personal visits to places of employment.

Send letters of application to likely employers.

Read bulletin boards at supermarkets and other places.

Read classified ads ("Help Wanted") in newspapers.

Read classified ads in trade and professional magazines.

Visit unions and trade and professional associations.

Visit chambers of commerce and manufacturers' associations.

Visit fraternal organizations, service clubs, and other social groups.

Visit churches and synagogues and religious organizations.

Register at the State Employment Service Office.

Register at private employment agencies for permanent jobs.

Register at special private agencies for temporary jobs.

Register at Volunteer Bureau for non-pay jobs.

Apply at local, state, and Federal civil service offices.

Put "Situation Wanted" ads in daily and weekly newspapers.

APPENDIX U

SAMPLE JOB DESCRIPTION [3]

JOB TITLE Personnel Clerk DEPARTMENT Personnel

NUMBER OF EMPLOYEES IN DEPARTMENT 15 NUMBER OF EMPLOYEES ON JOB 3

DATE February 10, 19--

STATEMENT OF THE JOB

Under the supervision of the EMPLOYMENT MANAGER; interviews new workers in carrying out clerical routine of induction; performs miscellaneous clerical and stenographic work related to employment.

DUTIES OF THE JOB

1. Interviews new workers after they have been given induction information such as hours, working conditions, services, etc., to verify personnel information and prepare records; checks information on application, statement of availability, draft, citizenship, and the like, obtains necessary information for income tax witholding, and determines classification; prepares forms for hospitalization, group insurance, and bond deductions; assign clock number, make up time card and badge card.

2. Calls previous employer to get reference information while applicant is being interviewed; may check references by mail after employee is hired, and occasionally records information from Dun & Bradstreet or Retail Credit Men's Co. on personnel card.

3. Telephones employee's department or home after extended absence to determine when employee is expected to return, if at all; follows same procedure at end of leave of absence.

4. Handles stenographic work of EMPLOYMENT MANAGER.

5. Does miscellaneous clerical work; assigns clock numbers, and makes up time cards for employees transferred between departments; keeps record of equipment loaned to employees, such as micrometers, goggles, etc.; maintains current address file of employees in services; performs other clerical duties assigned.

6. May substitute for RECEPTIONIST for short periods; give induction information to new employees in absence of PERSONNEL INDUCTION CLERK, excort new workers to departments; administer tests.

---

[3] Churden, Herbert J. and Sherman, Arthur W., Personnel Management 2nd Edition, Cincinnati: South-Western Publishing Company, 1963, p. 87.

APPENDIX V

SAMPLE JOB SPECIFICATION[4]

JOB TITLE: Personnel Clerk CODE NO.:

DEPARTMENT: Personnel TOTAL POINTS: 165 CLASSIFICATION: 4

	POINTS
EDUCATION	
High school graduate with typing and stenographic training.	20
EXPERIENCE AND TRAINING	
Two to three weeks required to learn details of job. Three months required to perform job with minimum of supervision. Experience on job required to learn location of all departments, become acquainted with all FOREMEN, become skilled in the duties of other workers in the department for whom she substitutes occasionally.	30
RESOURCEFULNESS	
Planning on a limited scale necessary in regulating and scheduling work in peak periods, and in adapting routine to changed or new procedures. Some ingenuity involved in getting information from new workers, handling them effectively to give them a good first impression of the company, and explaining advantages of services provided for employees.	18
ABILITY TO DO ROUTINE WORK	
There is considerable variety in this job. It is necessary that clerical work be accurate in order to avoid later mistakes in accounting for hours worked, in payroll information, and in payroll deductions.	6
MANUAL OR MOTOR (MACHINE) OPERATIONS	
Must operate a typewriter to some extent, but typing speed is not an important element in the job; typing must be accurate, however.	12
CAPACITY FOR GETTING ALONG WITH OTHERS	
Works in close sequence with three other employees in the department. Must avoid friction. Contacts with new employees, as well as with FOREMEN, very important.	20

[4]Ibid., p. 91

SUPERVISION	POINTS
Supervision is almost always available; consults with superiors on any unusual situation. No supervision of others.	10
RESPONSIBILITY FOR GOOD WILL AND PUBLIC RELATIONS	
This job represents a key contact with new employees, affecting their intitial impression of the company. The prime responsibility of this worker, however, is to present and explain clearly, thoroughly, and pleasantly the facts which the new employee is to learn at this point in the induction procedure. No highly developed techniques of salesmanship are required. Telephone contacts with employment departments of ther companies are important.	16
WORKING CONDITIONS	
Works in a large office with considerable traffic, frequent interruptions, and factory noise overhead.	18
TOTAL	165

APPENDIX W

SAMPLE JOB ANALYSIS QUESTIONNAIRE[5]

Name_____ Date_____

Department_____ Department Head_____

Job_____ Length of time of this job_____

A. THE JOB

(1) Describe exactly what the duties of your job are. Use extra sheets if necessary. Show average length of time (hours per week) required for each part of your job.

(2) List various reports which you make out or assist in making out, designating whether daily, weekly, monthly, quarterly, or annually.

B. EDUCATION

(1) Check below the basic general education which the job requires, regardless of how it may have been acquired.

High School	Business College	College
_____2 years	_____1 year	_____2 years
_____4 years	_____2 years	_____4 years

(2) What additional education would be helpful, if any:

_____

(3) If college is required, state why_____

_____

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[5] Ibid., p. 95.

C. EXPERIENCE

(1) Check below the length of time you think it will take a new employee with the educational background you have checked above to learn to do this job well.

a. Less than 1 month_____ e. 1 to 2 years_____
b. 1 to 3 months_____ f. 2 to 4 years_____
c. 3 to 6 months_____ g. 4 to 6 years_____
d. 6 to 12 months_____ h. 6 to 8 years_____

D. SUPERVISION RECEIVED

(1) Are all questionable cases referred to supervisor?_____
(2) Do you have to use own judgment in meeting new situations? _____If so, give an example_____
(3) Is your work checked?_____If so, by whom?_____

E. ERRORS

(1) Do your duties bring you into contact with persons outside your own department?_____. If so,

With Whom	For What Purpose	How Made (Person phone, or letter)
_____	_____	_____

F. WORKING CONDITIONS

(1) List below any disagreeable or hazardous conditions to which you are subjected in the course of your work, and how often subjected thereto.

Condition	How Often

G. SUPERVISION OF OTHERS

(1) Do you supervise others?_____. If so, state below the number and extent.

Number	Positions and Extent

H. OFFICE EQUIPMENT

(1) Do you operate office machines?_____
(2) List of equipment. Approximate number of hours per week actually operated.

_____	_____
_____	_____
_____	_____
_____	_____

ADDITIONAL COMMENTS Use extra sheet if necessary.

APPENDIX X

FACTORS TO CONSIDER - JOB PLACEMENT CENTERS

1. Does your Job Placement Center have community support and understanding?

2. Does your Job Placement Center have a separate budget?___Enough support?

3. Has a school board member visited your Job Placement Center within the last year?

4. Do you have an active advisory committee? How often are members involved?

5. Do guidance counselors, school administrators and teachers use the Center?

6. Do students work in the Center?

7. Do academic teachers work in the Center?

8. How much does it cost to place one student from your Job Placement Center?

9. What efforts safeguard a student into the right career path?

10. How many students should one Center serve? One Job Placement Center staff member serve?

11. Are the Job Placement Center facilities attractive and functional?

12. Is the population now being served, the right group of individuals or should services be changed?

13. Where is the Job Placement Center located?

14. What are the hours of operation?

15. Has the Job Placement Center staff made presentations to parents, civic groups, business groups and faculties?

16. What labor laws are a problem? Which are being broken?

17. Does the Job Placement Center require any written agreements with students, parents or employers?

18. Is there a resource learning center for (a) students and (b) faculty?

19. What testing programs are available?

20. Are modules available to test mini skills and interests?

21. Are employers invited to visit the Job Placement Center?

22. Are audio-visuals available to faculty members?

23. Are follow-up activities solid and experience tested?

24. What related agencies are "tied in" with your Job Placement Center?

25. Do you have a procedure to watch for students rejected more than once by employers?

26. Does the Job Placement Center offer training services?

27. Is transporation a problem?

28. What staff development programs are available to Job Placement Center staff workers?

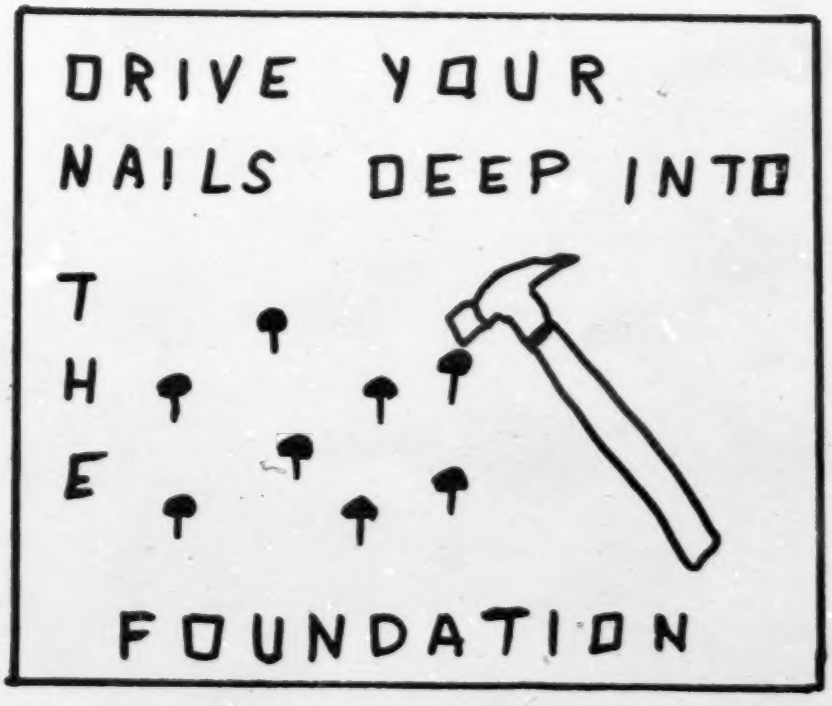
29. If funds were cut, would the Job Placement Center continue to operate?

30. List three obstacles which prevent your Job Placement Center from being rated as outstanding.

31. List three innovative actions to overcome the three obstacles listed above:

APPENDIX Y

EXAMPLES OF POSTERS AND/OR BULLETIN BOARDS FOR PROMOTION



BE THE WINNER IN THE RACE FOR A GOOD JOB

DON'T TRUST YOUR LUCK!
LEARN TO EARN